

## Semester VI





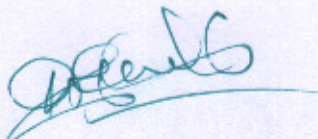
| <b>Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION OF KARNATAKA</b> |  |
|---|--|
| <b>Semester: VI</b>   | <b>Course Code: DSC13</b>                    |
| <b>Total Contact Hours: 60</b>  | <b>Course Credits: 4</b>                     |
| <b>No. of Teaching Hours/Week:4</b>   | <b>Duration of ESA/Exam: 2 Hours</b>         |
| <b>Formative Assessment Marks: 40</b>   | <b>Summative Assessment Marks: 60+40=100</b> |

#### **Course Objectives:**

- Student will be able to Understand the historical background of the freedom struggle in Karnataka.
- The students shall be able to analyses the struggle of Rani of Kittur, Sangolli Rayanna and Bedas of Halagali.
- Students will be able to analyse the Gandhian movements in Karnataka.

#### **Learning Outcome**

- To get familiarized with impact of the rebellion of 1857 on Karnataka
- To get acquainted with National Movement in Karnataka
- To know about Belgaum Congress Session
- To understand about Origin and development of unification movement in Karnataka.
- To know about Contributions of Various Kannada Organizations





| Unit      | Contents of Course- DSC13   | 60 Hours |
|-----------|---|----------|
| Unit-I    | <p><b>Chapter-1:</b> Introduction: Historical background: The disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state<br/>Armed Resistances against the British rule in Karnataka<br/>Revolt of Veerappa Deshmukh of Koppa in 1819.</p> <p><b>Chapter-2:</b> Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.</p> <p><b>Chapter-3:</b> The impact of the rebellion of 1857 on Karnataka<br/>Bedars of Halagali against Anti arms Act.</p> | 15 Hours |
| Unit-II   | <p><b>Chapter-4:</b> Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.</p> <p><b>Chapter-5:</b> The National Movement in Karnataka - Early activities the response to Swadeshi and Non Co-operation Movements in Karnataka-Influence of Tilak and Gandhi.</p> <p><b>Chapter-6:</b> Belgaum Congress Session (1924)<br/>Satyagraha campaigns in Karnataka (1930-34)</p>  | 15 Hours |
| Unit- III | <p><b>Chapter-7:</b> Quit India Movement in Karnataka-its effects<br/><b>Chapter-8:</b> Movement for Responsible Government in Princely Mysore State.</p> <p><b>Chapter-9:</b> Origin and Development of unification movement in Karnataka: Factors responsible for unification Movement:</p>   | 15 Hours |
| Unit- IV  | <p><b>Chapter-10:</b> Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations</p> <p><b>Chapter-11:</b> The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness</p> <p><b>Chapter-12:</b> The ultimate move towards the formation of Karnataka.</p>  | 15 Hours |

#### Exercise:

- Students can be asked to make a report of the heroes who fought for freedom.
- Students can be asked to study and understand the British influence in Karnataka and its impact.
- Students can be asked to understand the struggles by surapura and other areas struggles against British rule.





### Suggested Readings

| References |  |
|------------|--|
| 1          | S.Chandrashekhara - Karnataka Ekikaranada Charitre             |
| 2          | R.R.Diwakar - Karnataka through the ages                       |
| 3          | P.B.Desai - History of Karnataka                               |
| 4          | G.S.Halappa - History of Freedom Movement in Karnataka         |
| 5          | Basavaraja.K.R. - History of Karnataka                         |
| 6          | K. Veerathappa - Studies in Karnataka History and Culture.     |
| 7          | James Manor - Political change in an Indian State Mysore 1917- |
| 8          | M.Shamarao - 1955 - Modern Mysore (2 vols.)                    |
| 9          | H.S. Gopal Rao - Karnataka Ekikaranada Ithihasa                |

### Pedagogy:

The course shall be taught through the lectures, assignments, group discussions and week-end seminars.

| Formative Assessment                  |                    |
|---------------------------------------|--------------------|
| Assessment Occasion/ type             | Weightage in Marks |
| Assessment Test-1                     | 10                 |
| Seminar/Presentation/Group Discussion | 10                 |
| Assessment Test-2                     | 10                 |
| Assignment                            | 10                 |
| <b>Total</b>                          | <b>40</b>          |





| <b>Course Title: History of India. (CE1761-CE 1857)</b> |  |
|---|--|
| <b>Semester: VI</b>                                     | <b>Course Code: DSC14</b>                    |
| <b>Total Contact Hours: 60</b>                          | <b>Course Credits: 4</b>                     |
| <b>No. of Teaching Hours/Week:4</b>                     | <b>Duration of ESA/Exam: 2 Hours</b>         |
| <b>Formative Assessment Marks: 40</b>                   | <b>Summative Assessment Marks: 60+40=100</b> |

### **Course Objectives:**

This course is designed to

- Student will be able to formulate basis of modern India through different concepts like modernity, Rule of Law etc
- Students will be able to analyze the process of rise modern India and its foundation made by Social reformer and freedom fighters.
- Students will be able to analyze social background of Indian Nationalism
- Students will be able to categorize different school of thoughts about Modern India history
- Students will be able to illustrate rise and growth of Economic Nationalism in India.

### **Learning Outcome**

At the end of the course, the students shall –

- Be in a position to understand the Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, and Punjab.
- Be familiar with Land revenue systems- Permanent, Ryotwari and Mahalwari systems, Commercialization of Agriculture- Consequences.
- Be in a position to understand the Drain of Wealth-causes and consequences, Growth of modern industry.





| Unit      | Contents of Course- DSC14  | 60 Hours |
|-----------|--|----------|
| Unit-I    | <b>Chapter-1:</b> Indian Polity, Society and Economy in mid-8th century. Mercantile Policies and Indian Trade.<br><b>Chapter-2:</b> Colonial Expansion-I-Bengal and Punjab. Colonial Expansion II-Mysore and Marathas.<br><b>Chapter-3:</b> Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians. | 15 Hours |
| Unit-II   | <b>Chapter-4:</b> British Administration and Law. The Spread of English Education.<br><b>Chapter-5:</b> The New Land Settlements.<br><b>Chapter-6:</b> Commercialization of Agriculture.   | 15 Hours |
| Unit- III | <b>Chapter-7:</b> Deindustrialization – British Industrial Policy<br><b>Chapter-8:</b> Economic Impact of the Colonial Rule.<br><b>Chapter-9:</b> Social Discrimination and Colonial Rule  | 15 Hours |
| Unit- IV  | <b>Chapter-10:</b> Tribal and Peasant Movements in Colonial India<br><b>Chapter-11:</b> Revolt of 1857<br><b>Chapter-12:</b> The Beginnings of Indentured Labour – Labour Movements in Colonial India.   | 15 Hours |

**Exercise:**

- The students shall prepare a project on the process that led to the colonization of India.
- The students should have a group discussion on the adverse impact of British colonization.
- The students should write an article on the making of the constitution.



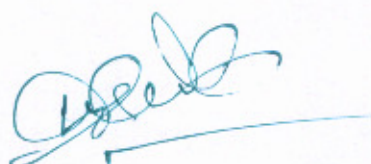
### Suggested Readings

| References |   |
|------------|---|
| 1          | Bandopadhyaya, Sekhara (2004), From Plassey to Partition: A History of Modern India, Orient Blackswan.  |
| 2          | Bayly, C.A. (1988), Indian Society and The Making of British Empire, Cambridge University Press   |
| 3          | Bhatia, B. M. (1967), Famines in India, Asia Publishing House.  |
| 4          | Brown, Judith M. (1972), Gandhi's Rise to Power: Indian Politics, 1915-1922, Cambridge University Press.  |
| 5          | Chandra, Bipan, (2010), Rise and Growth of Economic Nationalism in India, Har Anand   |
| 6          | Chaudhuri, B.B. (2008), Peasant History of Late Pre-Colonial and Colonial India, Pearson Education.   |
| 7          | Gadgil, D. R. (1939), Industrial Evolution of India<br>Marshal, P.J. (ed.) : Eighteenth Century in Indian History, Oxford University Press, Delhi, 2007 |
| 8          | Hasan, Mushirul (1991), Nationalism and Communal Politics in India: 1885-1932, Manohar.   |

### Pedagogy:

The course shall be taught through the lectures, interactive session, outdoor visits and week-end seminars.

| Formative Assessment                  |                    |
|---------------------------------------|--------------------|
| Assessment Occasion/ type             | Weightage in Marks |
| Assessment Test-1                     | 10                 |
| Seminar/Presentation/Group Discussion | 10                 |
| Assessment Test-2                     | 10                 |
| Assignment                            | 10                 |
| <b>Total</b>                          | <b>40</b>          |





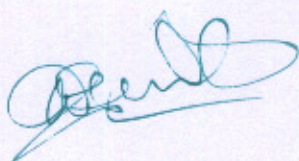
| <b>Course Title: History of United States of America - I (c.1776 - 1945)</b> |  |
|--|--|
| <b>Semester: V</b>   | <b>Course Code: DSC-15</b>                   |
| <b>Total Contact Hours: 60</b>   | <b>Course Credits: 4</b>                     |
| <b>No. of Teaching Hours/Week:4</b>  | <b>Duration of ESA/Exam: 2 Hours</b>         |
| <b>Formative Assessment Marks: 40</b>  | <b>Summative Assessment Marks: 60+40=100</b> |

**Course Objectives:**

- Students shall be able to identify, explain and give example of significant development in American history over a defined span of time, roughly C 1776 – 1945.
- Student shall be able to interpret and evaluate the acceptability of historical evidence.

**Learning Outcome:**

- Students will be able to interpret the political parties the role of judiciary in the making of the republic in USA.
- They will understand the spirit of American revolution and its ideology.





| Unit   | Contents of Course- DSC-15   | 60 Hours        |
|--|--|-----------------|
| <b>The Background &amp; Making of the Republic</b> |  |                 |
| <b>Unit-I</b>                                      | <p><b>Chapter-1:</b> The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and Black.</p> <p><b>Chapter-2:</b> a) Revolution: Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations.</p> <p><b>Chapter-3:</b> b) Processes and Features of Construction Making: Debates, Historical interpretations.</p> | <b>15 Hours</b> |
| <b>Evolution of American Democracy</b>             |  |                 |
| <b>Unit-II</b>                                     | <p><b>Chapter-4:</b> Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 1840 – 1960; judiciary role of the Supreme Court</p> <p><b>Chapter-5:</b> Expansion of Frontier: Turner's Thesis; Marginalization, displacement, and discrimination of Native Americans; Case histories of Tecumseh, Shawnee Prophet.</p> <p><b>Chapter-6:</b> Limits of Democracy: Blacks and Women</p>  | <b>15 Hours</b> |
| <b>Early Capitalism &amp; The Agrarian South</b>   |  |                 |
| <b>Unit-III</b>                                    | <p><b>Chapter-7:</b> Beginnings of Industrialization - Immigrants and changing composition of Labour; Early Labour Movements.</p> <p><b>Chapter-8:</b> a) Plantation economy</p> <p><b>Chapter-9:</b> b) Slave Society and Culture: Slave Resistance.</p>  | <b>15 Hours</b> |
| <b>Ante Bellum Foreign Policy &amp; Civil War</b>  |  |                 |
| <b>Unit-IV</b>                                     | <p><b>Chapter-10:</b> War of 1812: Monroe Doctrine: Manifest Destiny.</p> <p><b>Chapter-11:</b> Abolitionism and Sectionalism – Issues and Interpretations.</p> <p><b>Chapter-12:</b> Rise of Republicanism, Emancipation and Lincoln.</p>   | <b>15 Hours</b> |

#### Exercise:

- Students should be asked to prepare a project on industrialization in America and its impact.
- Students can submit assignments on the abolition of slavery.
- Ask the students to submit a report on the heroes of the American war of independence.






## Suggested Readings

| References |   |
|------------|---|
| 1          | Bailyn Bernard, The Great Republic 1985   |
| 2          | Bailyn Bernard, The Ideological Origins of the American Revolution. Harvard University Press 1967                   |
| 3          | Beard Charles, An Economic Interpretation of the American Constitution. Macmillan, 1921                             |
| 4          | Brown Dee, Bury My Heart at Wounded Knee, An Indian History of the American West. Grover Gardner 1970               |
| 5          | Carroll Peter and Noble David, Free and Unfree: A New History of the United States. Penguin Books, 1977.            |
| 6          | Davis David B., The Problem of Slavery in the Age of Revolution 1770-1823. New York: Oxford University Press, 1999. |
| 7          | Faulkner U., American Economic History . New York, Harper, 1960   |
| 8          | Fogel Robert, Railroads and American Economic Growth Baltimore: Johns Hopkins Press, 1964                           |
| 9          | Foner Eric, America's Black Past. Harper collins, 1970  |
| 10         | Franklin, John Hope, From Slavery to Freedom. New York: Alfred A Knopf, 1947  |

## Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

| Formative Assessment                  |                    |
|---------------------------------------|--------------------|
| Assessment Occasion/ type             | Weightage in Marks |
| Assessment Test-1                     | 10                 |
| Seminar/Presentation/Group Discussion | 10                 |
| Assessment Test-2                     | 10                 |
| Assignment                            | 10                 |
| <b>Total</b>                          | <b>40</b>          |





| <b>Course Title: Process of Urbanization in India</b> |  |
|---|--|
| <b>Semester: V</b>                                    | <b>Course Code: DSC-16</b>                   |
| <b>Total Contact Hours: 60</b>                        | <b>Course Credits: 4</b>                     |
| <b>No. of Teaching Hours/Week:4</b>                   | <b>Duration of ESA/Exam: 2 Hours</b>         |
| <b>Formative Assessment Marks: 40</b>                 | <b>Summative Assessment Marks: 60+40=100</b> |

**Course Objectives:**

- They should understand that the urban centres due to their production and mercantile activities.
- They should be able to understand the historical process of urbanization.

**Learning Outcome:**

- Enable students to critically engage with the concept of urbanization through both texts and audio visual media.
- Help to connect with the earliest planned urban settlements.
- Enable students to understand that they are the engines of economic growth.
- They should understand that they are centres of innovation, knowledge and political power.





| Unit            | Contents of Course- DSC-16  | 60 Hours        |
|-----------------|---|-----------------|
| <b>Unit-I</b>   | <b>Chapter-1:</b> Introduction – Urbanization – Definition Urbanization in India – A historical perspective – process of Urbanization.<br><b>Chapter-2:</b> Classification of traditional towns- a) trading Town, b) Manufacturing Towns – Military Towns<br><b>Chapter-3:</b> Features of Urbanization in Ancient India. | <b>15 Hours</b> |
| <b>Unit-II</b>  | <b>Chapter-4:</b> First phase of Urbanization Indus Valley civilization<br><b>Chapter-5:</b> Importance of cities – Harappa – mohanjadaro Dolavira- Chanhudaro - Lothal<br><b>Chapter-6:</b> Features of Urbanization – City Planning – Agricultural Surplus – bronze tools – Growth of trade – Crafts                    | <b>15 Hours</b> |
| <b>Unit-III</b> | <b>Chapter-7:</b> Second phase of Urbanization – 6th BC<br><b>Chapter-8:</b> Northern India - Mohanjadaro period – Ganga Yamuna basin.<br><b>Chapter-9:</b> Sangam age in Southern India – Amaravathi paithan Nagarjuna konda – Kaveri pattanam – Madurai.  | <b>15 Hours</b> |
| <b>Unit-IV</b>  | <b>Chapter-10:</b> Types of Traditional towns in second phase<br><b>Chapter-11:</b> Capital city – Rajadhani nagara – Pataliputra Mahanagara – Hasthinapura- Mathura – Vaishah – Nigana- Pattana.<br><b>Chapter-12:</b> Layout of a City in Ancient India   | <b>15 Hours</b> |

#### Exercise:

- Ask students to visit some town or city near their place and make a survey of its markets.
- Ask students to prepare a timeline of the development of the town or city where they reside.
- Ask students to visit and survey some important historical places in their city.



### Suggested Readings

| References |   |
|------------|---|
| 1          | Urbanisation in India: Challenges, Opportunities and the Way Forward - by Isher Judge Ahluwalia (Author, Editor), Ravi Kanbur (Editor), P.K. Mohanty (Editor) |
| 2          | Urbanization and Urban Systems in India - by R. Ramachandran (Author)   |
| 3          | Cities Urbanisation and Urban Systems - by K. Siddhartha (Author)   |
| 4          | Handbook of Urbanization in India- Kallidaikurichi Chidambarakrishnan Sivaramakrishnan, Amitabh Kundu, B. N. Singh  |

### Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

| Formative Assessment                  |                    |
|---------------------------------------|--------------------|
| Assessment Occasion/ type             | Weightage in Marks |
| Assessment Test-1                     | 10                 |
| Seminar/Presentation/Group Discussion | 10                 |
| Assessment Test-2                     | 10                 |
| Assignment                            | 10                 |
| <b>Total</b>                          | <b>40</b>          |





| <b>Course Title: Dr.B.R Ambedkar's Social and Political Philosophy</b> |  |
|--|--|
| <b>Semester: VI</b>  | <b>Course Code: DSE-2 (A)</b>                |
| <b>Total Contact Hours: 60</b>   | <b>Course Credits: 3</b>                     |
| <b>No. of Teaching Hours/Week:4</b>                                    | <b>Duration of ESA/Exam: 2 Hours</b>         |
| <b>Formative Assessment Marks: 40</b>                                  | <b>Summative Assessment Marks: 60+40=100</b> |

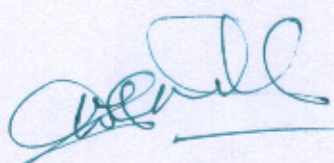
### **Course Objectives**

- Conceptually understand the Political Philosophy of Ambedkar.
- Assess the Movements of Ambedkar.
- Assess the challenges in implementation of Dr. Ambedkar's Policies.

### **Learning Outcome:**

Course outcomes (Cos): After the successful completion of the course, the student will be able to:

- To define the Dr. B.R. Ambedkar's Social and political philosophy
- To examine different types of Dr. B.R. Ambedkar's Social and political philosophy
- To understand Dr. B.R. Ambedkar's Social and political philosophy
- To realize the importance Dr. B.R. Ambedkar's Social and political philosophy





| Unit            | Contents of Course- DSE-2 (A)   | 60 Hours        |
|-----------------|---|-----------------|
| <b>Unit-I</b>   | <p><b>Chapter-1:</b> Life and works of Dr. B.R. Ambedkar- Early influences of Dr. B.R. Ambedkar through Visits intellectuals, Company and his Bitter Experiences.</p> <p><b>Chapter-2:</b> Dr. B.R. Ambedkar's Reactions to British Political Reforms- Symon Commission, Three Round Table Conference, Ramse MacDonald Declaration (1932) Doable Voting, Poon-Pact, Govt of India Act 1935.</p> <p><b>Chapter-3:</b> Dr. B.R. Ambedkar's Conception of Freedom &amp; His Role in the Freedom Struggle, Mukanayaka, Janatha, Bahiskrith Bharatha, Prabudda Bharatha. Ambedkar's Perception of New India.</p> | <b>15 Hours</b> |
| <b>Unit-II</b>  | <p><b>Chapter-4:</b> Dr. B.R. Ambedkar's the Quest for Social Justice, Analysis of Indian Social Problems &amp; Its Solutions, Mahad Satyagraha, Kalara Temple Moment, Caste System, Untouchability, Adivasis &amp; Minorities.</p> <p><b>Chapter-5:</b> Dr. B.R. Ambedkar's views on Annihilation of Caste, Education and Social Uplift of Scheduled Cast, Tribes &amp; Backward Classes, the Untouchables in Contemporary India.</p> <p><b>Chapter-6:</b> Social Justice Role of Ambedkar as a Chairman of the Constituent Assembly.</p>  | <b>15 Hours</b> |
| <b>Unit-III</b> | <p><b>Chapter-7:</b> Role of Ambedkar as a Chairman of the Constituent Assembly.</p> <p><b>Chapter-8:</b> Ambedkar's view on Social Justice- Preamble of the Constitution- Fundamental Rights (Part III) Article 14,15,16,17,19,21,22. Importance of Directive Principles of State Policy in Securing Social Justice</p> <p><b>Chapter-9:</b> Ambedkar's Conception on 'Constitutional Remedies'. The Role of Judiciary in Upholding Social Justice to the Weaker Sections of the Society</p>   | <b>15 Hours</b> |

#### Exercise:

- Evaluation of Role of Ambedkar as a Chairman of the Constituent Assembly
- Group discussion to generate new ideas related to the Role of Ambedkar as a Chairman of the Constituent Assembly.



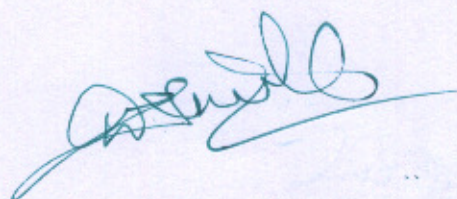
### Suggested Readings

| References |   |
|------------|---|
| 1          | Booker T. Washington-Up from Slavery.   |
| 2          | Dhananjay Keer - Life and Mission of Dr. B.R.Ambedkar                                       |
| 3          | A.M. Rajashekharaiyah - The Quest for Social Justice  |
| 4          | Computer fundamentals a / s - B B.Ram   |
| 5          | Fundamentals of computers - V.Rajaraman   |
| 6          | Scholered T, Valaraie & Brown, Pam - Martin Luther King: America's Great Non-Violent Leader |
| 7          | W.N. Kuber - Ambedkar - A Critical Study  |
| 8          | A first course in computers rs - S S.Jaiswal, Galgotia publications                         |
| 9          | Nissim Ezekiel - A Martin Luther King Reader  |

### Pedagogy:

The course shall be taught through the lecture methods, lab teaching, visits to field and week-end seminars.

| Formative Assessment                  |                    |
|---------------------------------------|--------------------|
| Assessment Occasion/ type             | Weightage in Marks |
| Assessment Test-1                     | 10                 |
| Seminar/Presentation/Group Discussion | 10                 |
| Assessment Test-2                     | 10                 |
| Assignment                            | 10                 |
| Total                                 | 40                 |





| Course Title: Heritage Sites in your own District- (Bangalore) |                                       |
|--|---------------------------------------|
| Semester: VI   | Course Code: DSE-2 (B)                |
| Total Contact Hours: 60  | Course Credits: 3                     |
| No. of Teaching Hours/Week:4                                   | Duration of ESA/Exam: 2 Hours         |
| Formative Assessment Marks: 40                                 | Summative Assessment Marks: 60+40=100 |

### Course Objectives:

This course will help to understand Components and Evolution of Indian Heritage

- understand the concept and meaning of Indian cultural history
- establish the link between culture and heritage
- discuss the role and impact of culture in human life

### Learning Outcome:

At the end of the course, the students shall –

- Describe the distinctive features of Indian culture.
- Identify the sources of culture.
- Explain the components of culture.
- Trace the stages of the evolution of Indian culture
- Describe the distinctive features of Indian culture.
- Identify the sources of the cultural heritage of your place.
- Explain the components of the cultural heritage of your place.

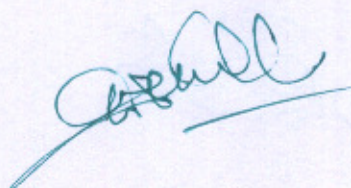




| Unit      | Contents of Course- DSE-2 (B)   | 60 Hours |
|-----------|---|----------|
| Unit-I    | <b>Chapter-1:</b> Bangalore Palace-History, architecture of Bangalore Palace-Palace ground<br><b>Chapter-2:</b> Tipu Sultan Palace-ALBERT Victor road-Rashe-E JANNATH-History-Architecture Museum in Tipu's Palace-Tipu Sultans' Throne-Artistic features of the Throne.<br><b>Chapter-3:</b> Bangalore Fort-Legend of Bangalore Fort, History of Bangalore fort, Architecture of Bangalore Fort. | 15 Hours |
| Unit-II   | <b>Chapter-4:</b> Vidhana Soudha-Tajmahal of South India Neo-Dravidian style of Architecture History-Construction of Vidhana Soudha<br><b>Chapter-5:</b> Athara Kacheri-History-Gothic style of Architecture<br><b>Chapter-6:</b> Halasuru Someshwara Temple- History Architectural features of Dravidian style   | 15 Hours |
| Unit- III | <b>Chapter-7:</b> Mayo Hall and its history<br><b>Chapter-8:</b> St. Mark's Cathedral Church and its history.<br><b>Chapter-9:</b> Botanical Gardens and its History.   | 15 Hours |

**Exercise:**

- Students can visit the Botanical Gardens of Bangalore.
- Write a report on St. Marks Cathedral.





### Suggested Readings

| References |  |
|------------|--|
| 1          | Discovering Bengaluru by Meera Iyer (Author),  |
| 2          | Nature in the City: Bengaluru in the Past, Present, and Future by Harini Nagendra (Author)       |
| 3          | PAST & CURIOUS - Forty Tales of Good Old Bangalore Paperback, by Stanley Carvalho                |
| 4          | Discovering Bengaluru Perfect Paperback , by Meera, yer (Author), Chiranjiv Singh (Introduction) |
| 5          | Glimpses of Vintage Bengaluru, by Sushil Mehra   |
| 6          | Bangalore: Roots and Beyond, by Maya Jayapal   |

### Pedagogy:

The course shall be taught through the Classroom lectures, Open Educational Resources (OER) as reference materials, assignments and group discussions.

| Formative Assessment                  |                    |
|---------------------------------------|--------------------|
| Assessment Occasion/ type             | Weightage in Marks |
| Assessment Test-1                     | 10                 |
| Seminar/Presentation/Group Discussion | 10                 |
| Assessment Test-2                     | 10                 |
| Assignment                            | 10                 |
| Total                                 | 40                 |





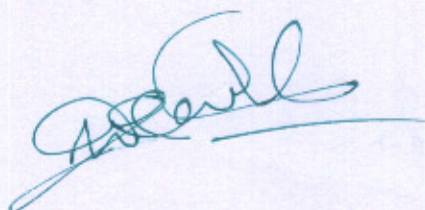
| Course Title: Introduction to Archives |                                       |
|--|---------------------------------------|
| Semester: VI                           | Course Code: VOC                      |
| Total Contact Hours:45                 | Course Credits: 3                     |
| No. of Teaching Hours/Week:3           | Duration of ESA/Exam: 2 Hours         |
| Formative Assessment Marks: 40         | Summative Assessment Marks: 60+40=100 |

### Course Objectives:

- Students will understand the importance of archives is not only to study the past but also for the impact knowledge of the past, that have on the present and the future.
- They understand the changing trends in the society, different levels of government's policies, organizations/ institutions regulation etc., are some of the efficient utilization of archives.
- They will know that Everyone benefit from archives, they are the institutional memory. Archives permit continuity and consistency and accountability to the people.

### Learning Outcome:

- After seeing archives students shall understand that Archives provide citizens with a sense of national identity and are of great value to them in establishing and protecting individual and property right and privileges.
- They educate, entertain, and enrich our lives by providing appealing and tangible heritage of our society. In short, archives provide the basic for understanding of our past, they help orient us to our present, and they provide guidance for our progress into the future.





| Unit      | Contents of Course- VOC   | 45 Hours |
|-----------|---|----------|
| Unit-I    | <b>Chapter-1:</b> Definition of Archives - Creation of Archives - Uses of Archives<br><b>Chapter-2:</b> Archives and Library - Various types of Archives - Materials used for creation - Birth of a document<br><b>Chapter-3:</b> History of Archives in Europe and India - Preservation techniques   | 15 Hours |
| Unit-II   | <b>Chapter-4:</b> Enemies of Records - Rehabilitation of Records - Functions of Archivist<br><b>Chapter-5:</b> Functions and Administration: Role of IT in the Development of Archives - Rules relating to the accession of records in Archives<br><b>Chapter-6:</b> Appraisal of Records- Retention Schedule - Compilation and Publication   | 15 Hours |
| Unit- III | <b>Chapter-7:</b> Various aspects of records management such as Documentation practices and filing system, life cycle of a file and nature of modern records<br><b>Chapter-8:</b> Classification of records and methods of control on mass production.<br><b>Chapter-9:</b> National Archives of India and Karnataka State Archives - Requirement of Record Room - Administration of Karnataka Archives - Saraswathi Padasala of Tanjore - Jesuits Archives in Shenbaganur - Field Work | 15 Hours |

**Exercise:**

- Visit Vidhana soudha Archives
- Read literature in a group regarding Archives and digital Archives
- Listen to lectures by experts maintained in archives.





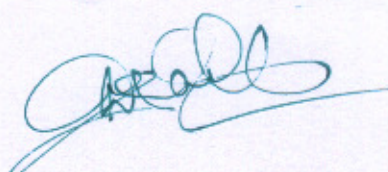
### Suggested Readings

| References |  |
|------------|--|
| 1          | Introduction to Archives and Museum by Madhurima Sen                   |
| 2          | The Great Archives : A Historical Account by Thakur Rudra Pratap Singh |
| 3          | Studies On Archives And History Hardcover by T. R. Sareen (Author)     |
| 4          | Introduction to archives Book by F. G. Emmison                         |
| 5          | Archives Principles & Practices Hardcover by Kumar S (Author)          |

### Pedagogy:

The course shall be taught through interactive sessions, assignments, group discussions and week-end seminars.

| Formative Assessment                  |                    |
|---------------------------------------|--------------------|
| Assessment Occasion/ type             | Weightage in Marks |
| Assessment Test-1                     | 10                 |
| Seminar/Presentation/Group Discussion | 10                 |
| Assessment Test-2                     | 10                 |
| Assignment                            | 10                 |
| <b>Total</b>                          | <b>40</b>          |





| <b>Course Title: History of Indian Numismatics</b> |  |
|--|--|
| <b>Semester: VI</b>                                | <b>Course Code: VOC</b>                      |
| <b>Total Contact Hours: 45</b>                     | <b>Course Credits: 3</b>                     |
| <b>No. of Teaching Hours/Week:3</b>                | <b>Duration of ESA/Exam: 2 Hours</b>         |
| <b>Formative Assessment Marks: 40</b>              | <b>Summative Assessment Marks: 60+40=100</b> |

### **Course Objectives:**

To highlight the importance of Coins not only in corroborating Indian History but also in modifying it

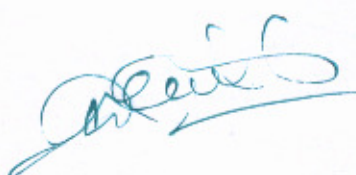
- To elucidate the information derived from coins across various streams of History i.e Polity, Economy, Religion, Culture, Technology, Trade & Commerce
- To explain the interaction of Coins with the allied fields of Archaeology, Palaeography and Epigraphy resulting in generation of factual data to Historians
- To introduce students to Numismatic methodologies such as Regio Specificity, Numismatic type continuity, Provenance study, Hoard Study.

### **Learning Outcome:**

At the end of the course the students shall –

A chronological coverage of Indian coins from the Mahajanapada period to the latest coins with due focus on non-political aspects such as economy, religion, metallurgy etc.,

- Hands on where the students will handle genuine coins (and not replicas) pertaining to the various historical time periods.
- Workshop involving working on a hoard of coins. Students need to group coins by implementing typological similarities, similarities in coin fabric, Iconography etc.
- An end of session Quiz to reiterate the important aspects covered during the course.

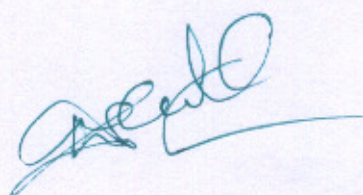




| Unit      | Contents of Course- VOC  | 45 Hours |
|-----------|--|----------|
| Unit-I    | <b>Chapter-1:</b> Meaning, scope and definitions of Numismatics<br><b>Chapter-2:</b> Identification and classification of coins - Mode of occurrence of coins - excavations, hoards, individual collections - Shape & Size, Metals/Alloys, weight metrology and denominations.<br><b>Chapter-3:</b> Techniques of manufacturing coins - punching, casting, die-struck.   | 15 Hours |
| Unit-II   | <b>Chapter-4:</b> Typology: Obverse - reverse device, .legend, symbols, mint marks.<br><b>Chapter-5:</b> Decipherment and dating - Knowledge of scripts, Brahmi, Kharoshthi, Greek. Numismatics as a source of Political, Cultural and Economic history; counterfeit coins.<br><b>Chapter-6:</b> An outline history of Punched marked, Janapada & Tribal coins, coins of foreign invaders (Indo-Greeks, Shaka, Parthian), Kushanas                                       | 15 Hours |
| Unit- III | <b>Chapter-7:</b> Western Kshatrapa coins - Guptas, Post-Guptas and early medieval coinage<br><b>Chapter-8:</b> Salient features of medieval Indian coins, An outline history of the coinage of Mahmud Ghazanavi, Delhi Sultanate (Mamluk, Khilji, Tughlaq, Lodis..... ), Shershah Suri, Mughals. Successors of the Mughals<br><b>Chapter-9:</b> Hindu rulers during the Sultanate and Mughal period. Coinage of the Sultans of Malwa and Gujarat. Coinage of Rajputana. | 15 Hours |

**Exercise:**

- The students may choose a topic of his/her interest dynastic coins and submit a project
- May invite a numismatist and organize an exhibition of coins
- May read collectively recent articles about Numismatics.





**References**

|   |   |
|---|---|
| 1 | Historical Studies In Mughal Numismatics by Hodiwala Shahpurshah Hormasji                                   |
| 2 | A Study of Ancient Indian Numismatics by Surendra Kisor Chakraborty (Author)                                |
| 3 | Indian Numismatics- From the Earliest Times to the Rise of the Imperial Guptas by S.K. Chakraborty (Author) |
| 4 | Numismatic Art of India: Historical and Aesthetic Perspectives by B.N. Mukherjee (Author)                   |
| 5 | Indian Numismatics by Devendra Handa (Author)   |
| 6 | A Study of Indian Numismatics by Dr Anup Kumar  |

**Pedagogy:**

The course shall be taught through the lecture, tutorial, interactive sessions, assignments, seminars, group discussions and week-end seminars.

| Formative Assessment                  |                    |
|---------------------------------------|--------------------|
| Assessment Occasion/ type             | Weightage in Marks |
| Assessment Test-1                     | 10                 |
| Seminar/Presentation/Group Discussion | 10                 |
| Assessment Test-2                     | 10                 |
| Assignment                            | 10                 |
| <b>Total</b>                          | <b>40</b>          |





## **General Pattern of History Question Paper**

### **I. Term End Examination for Discipline Specific Core (DSC) Papers**

Each paper will be for maximum of **60 mark**. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Core (DSC) Papers is **3 hours**.

Question paper pattern for **Discipline Specific Core (DSC) Papers** –

**Section A: Multiple Choice Questions**

**Section B: Short Answer Questions**

**Section C: Long Answer Questions**

#### **Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

#### **Section B: Short Answer Questions (2x10=20)**


**Answer any Two questions. Answer the following questions in not more than 500 words**

- 11.
- 12.
- 13.

#### **Section C: Long Answer Questions (2x15=30)**

**Answer any Two questions. Answer the following questions in not more than 800 words**

- 14.
- 15.
- 16.





### **L. Term End Examination for Discipline Specific Elective (DSE) Papers**

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Elective (DSE) Papers is **2 hours**.

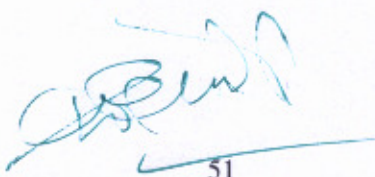
Question paper pattern for **Discipline Specific Elective (DSE) Papers** –

#### **Section A: Short Answer Questions**

#### **Section A: Short Answer Questions**

Answer any thirty (30x2=60)

- 1.
- 2.
- 3.
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